

TEACHERS' DEMOTIVATION IN ENGLISH LANGUAGE TEACHING: CAUSES AND SOLUTIONS

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Abstract

Teaching and learning process is the core of education that determines the quality of education. Therefore, if there is a quality decrease of education, the first thing that should be evaluated is its teaching and learning process quality. EF-EPI (English First- English Proficiency Index) in 2014 released that Indonesian score was 52.74 which was far from the highest score. In addition, EFA global monitoring report of UNESCO (2014) also points out that Indonesia belongs to ten countries which account 72% of the global population of illiterate adults. Those results show that quality of education in Indonesia still dissatisfied. The quality of teaching and learning process depends on three aspects; (1) the students' participation level on learning activities, (2) teachers' roles in teaching and learning process, (3) learning environment. The second aspect is considered as crucial thing focussed by the experts since teacher is the manager and leader of learning process. Recently, not only students' motivation but also teachers' motivation affects students' academic achievement. It is assumed that dissatisfied results of Indonesian education quality is caused by demotivation of teachers. This paper is aimed at discussing the causes and solutions of teachers' demotivation in ELT.

Key Words: *teacher, demotivation, ELT, causes, solution*

1. Introduction

Human beings in general feel enthusiastic performing tasks or complete tasks successfully when they are motivated. In reference to teachers, their motivation is imperative since students' motivation appears to be directly correlated with teachers' motivation. One may wonder the origin of teachers' motivation. It may be a result of intrinsic or extrinsic factors, or both. What is amazing is that most teachers are intrinsically motivated when they become teachers, but along the years they may lose motivation and some may become so demotivated that they may even change profession. Expectancy theory suggests a relationship between effort and

performance, performance and reward, and reward and personal aim (Shah & Shah, 2008).

Jesus and Lens (2005) believed that teachers' motivation is an important concern for educational leaders and managers because teachers' motivation has an important effect on students' motivation. It is also important for the improvement of educational reforms. First, motivated teachers are more likely to work for educational reform and progressive legislation. Second, it is the motivated teacher who guarantees the implementation of reforms originating at the policy-making level. Teachers' motivation is important for the satisfaction and fulfillment of teachers themselves (p. 120). A higher level of teacher motivation is one of the important features for more effective education. In the field of education, there has been evidence that teacher-related factors influence learners (Kim & Zhang, 2013). English teachers play an important role in students' learning process and motivation, especially when the language is taught as an international language (McKay, 2002). For the ultimate goal of global communication with the target language, English teachers prepare diverse techniques and activities in order to facilitate practice of the target language and seek effective teaching practices to help L2 learners feel and stay motivated to learn it. In the process, the teachers' passion and eagerness into teaching might increase or decrease because of either internal or external reasons.

Ofoegbu (2004) considered "Teachers' motivation" one of the important factors that would lead to classroom effectiveness and school improvement. It has to do with the teachers' desire to participate in the educational process and also to the teachers' attitude to work within the school environment. He also declared that teachers' motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and society will greatly benefit from their services.

2. Theoretical Background

Harmer (2001, p.51) defines motivation as "some kind of internal drive which pushes someone to do something". Dornyei (2001) states that motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it". Ryan and Deci (2000, p.54) state that to be motivated means to be moved to do something." Suslu (2006) says that unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of the task.

Motivation theorists have tried to discover why human beings are motivated to perform tasks without being told to do so. Theorists understand how hard it is for anybody to motivate people due to people's complexities and differences, and for anyone to motivate himself/herself. Expectancy theory suggests a relationship between effort and performance, performance and reward, and reward and personal aim (Shah & Shah, 2008). Nadler and Lawler (as cited in Mowday & Nam, 1997) show in a figure the sequence of motivation and behavior found in expectancy theory: "Motivation _ Effort [a person's ability begins to take effect] _ Performance _ [hopefully] Outcomes (rewards)" (p. 69). Namely, when a person is motivated to do something, he/she puts some effort into performing the task. The person's ability to perform the task combines with his/her effort. Then, the person performs the task, and hopefully, he/she obtains positive outcomes. However, as the authors indicate, the outcomes which derive from the environment (extrinsic) or the individual himself/herself (intrinsic) may be negative.

There are two main sources of motivation. Latham (1998, p.82) says that tangible benefits such as salary, fringe benefits and job security are known as extrinsic motivation. Ryan and Deci (2000, p.71) state that intrinsic motivation is concerned with the performance of an activity to succeed in getting a separable outcomes which contrasts with extrinsic motivation. The second is intrinsic motivation. Ellis (1984) defines intrinsic motivation as self respect of accomplishment and personal growth. Intrinsic motivation is likely to be increased by

a sense of relatedness. Raffini (1996, p.8) defines relatedness as the degree of emotional security that teachers feel. Czubaj (1996, p.372) states that the teachers with an internal locus of control are under less stress and more successful in teaching. Therefore, the students of these teachers feel less stress and take higher scores in their assessment.

According to Dornyei (2001) intrinsic rewards are the most prominent and satisfying aspect of teaching. These motives concern the educational process, experiencing students' development as a result of the teacher's help or increasing both the teacher's and the students' level of competence and knowledge.

3. Result and Discussion

TEACHERS' DEMOTIVATION FACTORS IN ELT

Dornyei (2005, p.143) defines demotivation as a "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action". Deci and Ryan (1985) use a similar term (amotivation), which means, "the relative absence of motivation that is not caused by a lack of initial interest but rather by the individuals experiencing feelings of incompetence and helplessness when faced with the activity". Yan (2009) differentiates between the two terms in the sense that amotivation is related to general outcomes and expectations that are unrealistic for some reason, whereas demotivation concerns specific external causes. The followings are the demotivating factors of teachers:

Teachers expressed their dissatisfaction with the number of students in their sections. Overcrowded classrooms make it very difficult for teachers to implement any new methods or techniques in teaching. They do not give the teachers any space to maneuver or move chairs around to try new techniques and activities or role playing in the classroom. Moreover, crowded classrooms are very difficult to control. the bad behavior of some students puts extra strain on the teachers and makes it more difficult to manage the classroom and consequently, reflects badly on the students' results in their exams and their performance and comprehension of the lesson and the

overall academic atmosphere. Willos (2011) states that overcrowded classrooms have more negative effects than any positive. They cause disturbance for students, embarrassment for some to participate and in general the students' development, confidence and understanding. In addition to that it is a source of stress for the teacher. Geitenbeek (2011) argues that overcrowded classroom can negatively affect both teachers and students. They can increase the teacher's burn-out rate, stress and exhaustion and can put strain, both physically and mentally on the teacher. Lynch (2008) lists three critical problems in English language learning and teaching. They are lack of learner motivation, insufficient time, resources and materials and finally overcrowded classrooms. Menyhart (2008) says that stress can be the most demotivating factor that can sometimes prevent teachers from adequate teaching.

Financial problem is also the teachers' demotivation. The teachers expressed a high degree of dissatisfaction with their financial condition. One important factor that contributes to job satisfaction is that a teacher should be paid adequately. Financial difficulties cause a lot of stress and anxiety and thus, lead to a low level of concentration and achievement. Johnson (1990) states that low salaries are a major source of dissatisfaction for many teachers. Teachers feel that their efforts and achievements are not usually appreciated or rewarded by the administration. Rewarding achievers is one important way of enhancing the teachers' motivation and consolidating their efforts. Appreciating the teachers' achievements is a very effective kind of incentive and the teachers' response to such incentive is always positive and can generate more commitment to the institution and more dedication to the job they do. the teachers indicated that they have no privacy and feel uncomfortable in their offices. Providing the teachers with facilities and means of comfort in their offices is the least the administration can do for them.

In addition, Hettiarachchi (2013) investigated the aspects of motivation and demotivation among English language teacher in Sri Lankan public schools and found that the most frequent demotivators related to teaching included limited facilities for teaching and learning in schools, inefficiency of school administration

and zonal education offices, difficulties in obtaining teacher transfers, the discrepancy between the English curriculum and students' English proficiency, and the poor relationship between colleagues.

It is also amazed that students become other factor that cause teachers' demotivation. Sugino (2010) explored teacher demotivation among English teachers. The findings showed that students' attitudes demotivate the teachers the most. The top demotivating items were: students using cell-phones in classes, students sleeping in class, students taking rebellious attitudes, long meeting hours, much paperwork.

POSSIBLE SOLUTIONS FOR ENHANCING TEACHERS' MOTIVATION

Teachers' motivation will develop and improve the achievement of students and then positively will affect the process of education. This is because any human's behavior is controlled by the pleasure/pain principle where people seek to maximize the pleasure linked to success and minimizes the pain generated by failure. So it is very important to find out the solutions for keeping and enhancing the teachers' motivation. After all explanation above about the factors that causes the teachers' demotivation of EFL teaching.

Azad and Ketabi (2013) offered three solutions for enhancing teachers' motivation; (1) teachers need to work under better working conditions, it becomes mandatory to solve or at least moderate their economic problems, (2) strong and close cooperation among teachers must be fostered to give professional solutions to the problems regarding teaching English in EFL context, (3) the authorities responsible for the educational and economic policies should appreciate the work of teachers and respect their autonomy.

It is undoubtedly very difficult for a teacher to deal with large classes. Anything done to remedy the problem would be fruitless unless students are really motivated to learn. Rhalmi (2013) recommended some solutions to handle big size classes in order to reduce the teachers' stress; (1) it would be a great idea to train students to work in small groups of five to seven students. And when working in

groups, it would be beneficial for students to sit around in a circle so that everyone could have a chance to participate. (2) to reduce stress and noise level, teachers need to set simple rules for class management (such as: establish of acceptable behavior for everybody to observe when working in groups, in pairs or individually). The rules that are set by teachers at the beginning of the class might be considered as one of ways that teachers can do of having demotivation of teaching caused by the students' factors. (3) It is also recommended that teachers uses technology to ease their teaching and learning process. Technology ensures that everyone has time to connect with the teacher.

4. Conclusion and Remark

Handling the challenging situation in the class and outside the class makes teachers exhausted, which hinders the success of teachers. Motivation is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it. Being intrinsically and extrinsically motivated increases job satisfaction. The need to avoid pain and the need for psychological growth are two basic elements found in job enrichment theory. It is important to maintain the teachers' motivation. Motivation factors should be intrinsic which present tasks that are more enjoyable, interesting and psychologically rewarding. Achievement, recognition, work, responsibility, advancement and possibility of growth take place in that group. On the other hand, other factors are extrinsic in terms of the context or setting where the work is performed. Organizational policy and administration, technical supervision, salary, working conditions, status, job security, effects on personal life, and interpersonal relations with superiors, peers and subordinates.

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